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ABSTRACT

This booklet outlines the Federal laws and regulations prohibiting discrimination in educational institutions and programs. It is not a comprehensive listing of all antidiscrimination laws, but rather a guide to laws and regulations that may be used for individual and group action. The primary emphasis in this pamphlet is on the protection of individual rights. Each of the brief chapters outlines one major antidiscrimination law or regulation, specifying what it prohibits, who enforces it, and how complaints should be made. The laws examined are: Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Executive Order 11246, Equal Pay Act of 1963, Title VII and Title VIII of the Public Health Service Act, and Title IX of the Education Amendments of 1972. The second part of each chapter notes which specific kinds of inequities the law or regulation has proved most useful in remedying and offers suggestions for increasing the strength of your complaint should you decide to file one. In the appendixes are a series of questions to help you determine the degree of racial and sexual discrimination in your school and a listing of publications and organizations which may be helpful in combating that discrimination. (Author/JM)

Combating Discrimination in the Schools

Legal Remedies and Guidelines

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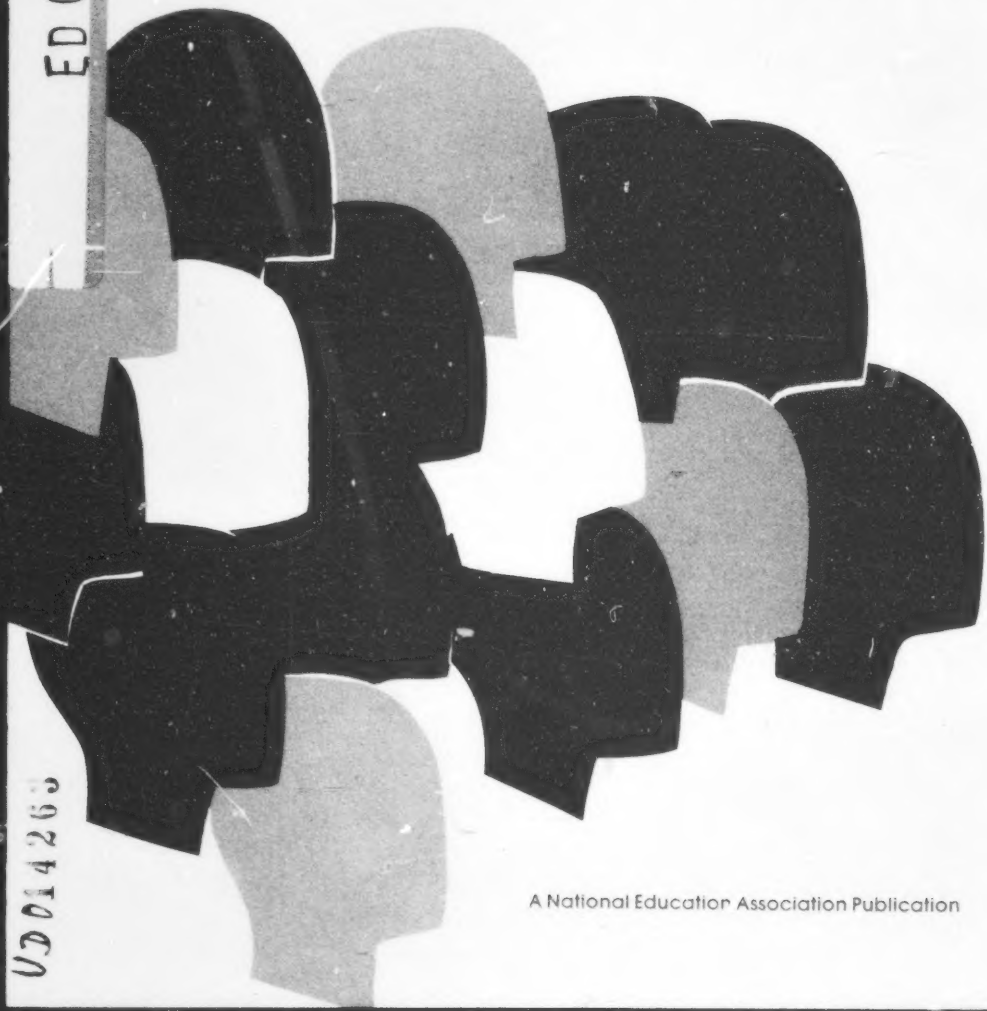

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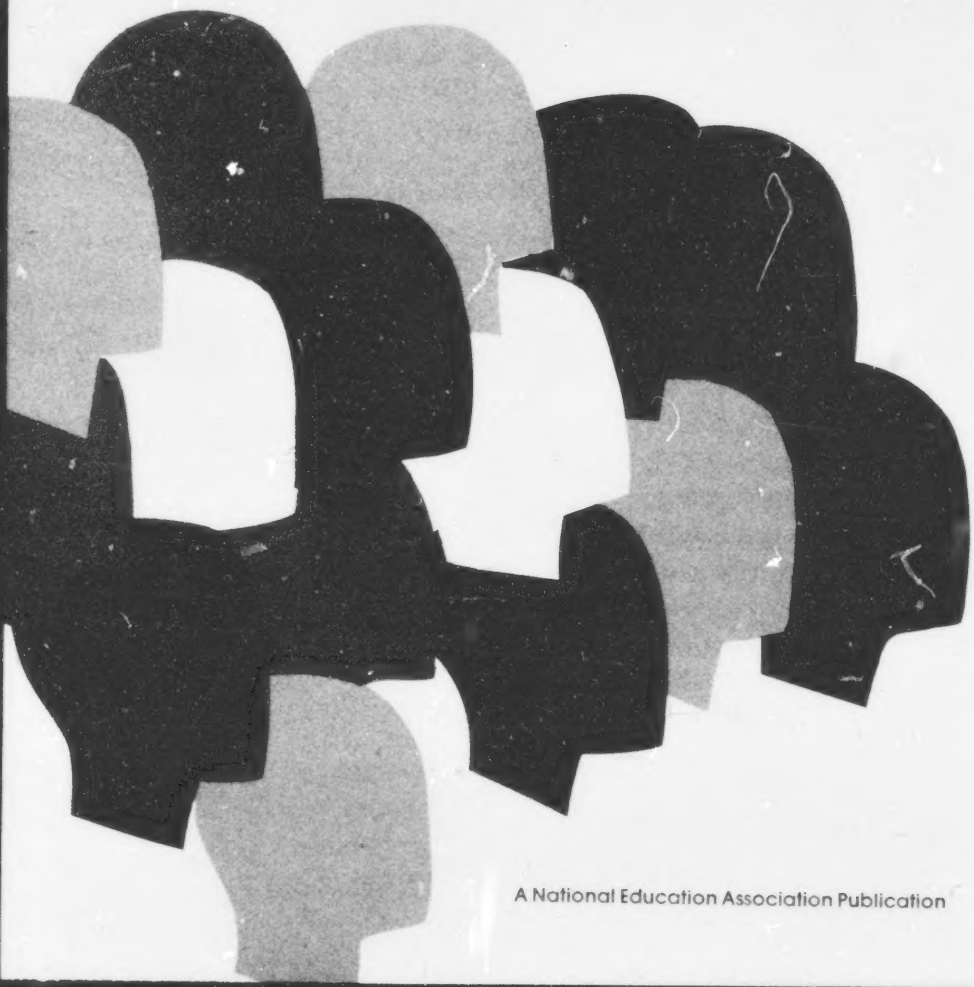

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Introduction

Equality of opportunity is a fundamental goal of our democratic society. Schools represent one of the institutions crucial to the achievement of that equality. Each of us shares a responsibility to help change schools so that they will no longer perpetuate the overt and covert discrimination that permeates our society. It is time for the schools to begin to truly meet the needs of all children and to prepare them for equal participation in our common destiny.

Discrimination is most often based on sex or membership in a racial-ethnic group. Racism is the belief that one or more racial or ethnic groups are inferior; sexism is the belief that one sex is inferior. Manifestations of racism and sexism differ in content and degree, but many of the processes by which they are maintained are similar. Laws and regulations prohibiting discrimination cover both race and sex. It is wise to consider both racism and sexism when examining and documenting possible sources of discrimination.

The first step in combating discrimination is to understand the laws and regulations that protect citizens. This booklet outlines the federal laws and regulations prohibiting discrimination in educational institutions and programs. It is not a comprehensive listing of all antidiscrimination laws, but rather a guide to laws and regulations that may be used for individual and group action.

Individuals or organizations may file complaints on their own behalf or on behalf of a third party under whichever laws apply. The primary emphasis in this pamphlet is on the protection of individual rights. Complaints of a *pattern* of discrimination against a group or class of individuals may also be filed. This approach should be carefully considered by organizations wishing

to act to reduce discrimination. There is no prohibition against filing complaints under more than one law or regulation or filing on more than one ground, if covered by the legislation.

A second approach for acting to eliminate discrimination is found in the collective bargaining process. More than 1½ million teachers in 4,000 school districts and institutions of higher education are covered by collective bargaining agreements. Negotiations and grievance procedures are effective tools for the application and enforcement of antidiscrimination laws. Collective bargaining procedures should be carefully examined by all concerned parties to ensure compliance with the law.

Each of the following brief chapters outlines one major antidiscrimination law or regulation, specifying what it prohibits, who enforces it, and how complaints should be made. The second part of each chapter notes which specific kinds of inequities the law or regulation has proved most useful in remedying and offers suggestions for increasing the strength of your complaint should you decide to file one.

In the appendices you will find a series of questions to help you determine the degree of racial and sexual discrimination in your school and a listing of publications and organizations which may be helpful in combating that discrimination.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination on the grounds of race, religion, or national origin by education programs receiving federal funds. This legislation provides coverage for students and others; employment practices and policies are exempted from coverage. If any program of an institution receives federal funds, all activities of the institution related to the program are covered. When institutional aid funds are involved, all activities of the institution are covered.

Complaints of discriminatory practices that violate Title VI should be made to—

Office of the Secretary
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20201.

If discriminatory practices are found, informal conciliation with the institution is initiated by HEW. Should this fail, the federal government may delay new funds, revoke current funds, and disqualify the institution from eligibility for future program funds. The U.S. Department of Justice may file suit at HEW's request.

Complaints are kept confidential if possible. If court action becomes necessary, the identity of both parties becomes public information. Institutions are prohibited from discharging or discriminating against any person or group making a complaint, assisting in an investigation, or instituting proceedings.

Implications

Title VI's primary application in education programs is to discrimination in student admissions, program content, and institutional practices on the basis of race or ethnic group. It may be used in cases of individual discrimination or pattern discrimination against a group or class.

Careful documentation of cases before filing complaints is helpful. Consideration should be given to all forms of discrimination and to the possible simultaneous filing of complaints under other legislation.

Title VII of the Civil Rights Act of 1964

as amended by the Equal Employment Opportunity Act of 1972

Title VII of the Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex. All institutions with 15 or more employees—including state and local governments, school systems, and labor organizations—are covered under the amended act. Title VII prohibits discriminatory practices in all conditions of employment, including—

- Recruitment, selection, assignment and transfer, layoff, discharge, and recall.
- Opportunities for promotion.
- In-service training opportunities.
- Wages and salaries.
- Sick leave time and pay.
- Vacation time and pay.
- Overtime work and pay.
- Medical, hospital, life, and accident insurance.
- Retirement plans and benefits.
- Other staff benefits.

Employers are required to maintain specified records to permit determination of whether Title VII violations have occurred. At the present time proposed form EEO5 is being developed for the reporting of employment statistics by state and local school systems.

Complaints of discriminatory employment practices that violate Title VII should be made to—

Equal Employment Opportunity Commission
1800 G Street, N.W.
Washington, D.C. 20506

or to a regional EEOC office. The EEOC will notify the employer of the complaint within 10 days and will make an investigation. If discriminatory policies are found, EEOC will attempt informal conciliation. Should this attempt fail, EEOC or the U.S. Attorney General may file suit. (The aggrieved party may also initiate a suit.) The court may then order such actions as the discontinuance of unlawful practices, appropriate affirmative action, reinstatement of employees, and awarding of back pay.

Persons or organizations filing complaints under Title VII are identified when the employer is notified of the complaint. The employer is prohibited from discharging or discriminating against any employee because he or she has filed a complaint, assisted an investigation, or initiated court action. Charges are not made public by EEOC, nor is any of the conciliation process divulged. When a court action becomes necessary, the identity of the parties involved becomes a matter of public record. The complainant and the institution are not bound by the confidentiality requirement.

Implications

A primary step for both employee and employer is to document exactly how employment practices operate. Individuals or organizations thinking of filing complaints of discriminatory employment policies are well advised to document their cases as thoroughly as possible in advance. Employers should periodically review their employment practices in an attempt to identify previously overlooked sources of discrimination and to move toward correcting them before charges are filed. Such reviews are an important technique for involving all persons who have hiring and personnel responsibilities in examination of sources of discrimination.

Another effective way for an employer to deal with the question of discrimination is to develop an

affirmative action plan. Although not required under Title VII without an EEOC finding of discrimination, an affirmative action plan demonstrates the employer's good faith in moving ahead to eliminate discrimination in the future and to actively remedy the current effects of past discrimination. It clarifies employment policies for both the employees and those responsible for recruitment, selection, and promotion. In the event that a charge of discrimination is later filed, the plan serves as a documentation of the employer's commitment to achieving equal opportunity.

Official handling of Title VII complaints may take a considerable amount of time. Action can be speeded up by simultaneously filing complaints under other laws and regulations that apply. Assistance is available from the EEOC and the sources listed at the back of this booklet.

The U.S. Department of Justice can be asked to investigate a complaint involving a pattern or practice of discrimination. The Justice Department can also handle individual cases if they suggest such a pattern or practice. An individual case that does *not* suggest a pattern can be handled by the Justice Department only when the individual is an employee of a local or state government (e.g., a teacher) *and* the case has been referred by EEOC.

Executive Order 11246

as amended by 11375

Executive Order 11246 prohibits employment discrimination on the basis of race, color, religion, national origin, or sex in institutions with federal contracts of over $10,000. The term *contract* is interpreted in the broad sense to include so-called "grants" if they involve a benefit to the federal government. Institutions covered under the Executive Order must observe nondiscriminatory practices in hiring, discharge, promotion, wages, benefits, training, and all other conditions of employment.

In addition, those institutions with federal contracts of $50,000 or more and 50 or more employees are required to develop written affirmative action plans with numerical goals and timetables. Although the contract may involve only one unit within an institution, the affirmative action plan must cover *all* employees throughout the institution.

Enforcement of the Executive Order and basic policy decisions are the responsibility of the Office of Federal Contract Compliance (OFCC) of the U.S. Department of Labor. OFCC has designated HEW as the agency responsible for enforcement of the regulation as it affects education institutions. Complaints may be made to—

Office of the Secretary
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20201

or to—

Office of the Secretary
U.S. Department of Labor
Washington, D.C. 20210.

Employers covered under the Executive Order are required to maintain specified records to permit

determination of whether violations have occurred. HEW may conduct periodic reviews of part or all of an institution even when no violation has been reported. Pre-award reviews are mandatory for contracts of over $1 million.

When a complaint is filed, an investigation is made. If violations are found, the federal government may force compliance with the regulation by delaying new contracts, revoking current contracts, and disqualifying the institution from eligibility for future contracts. Back pay may be awarded under the Executive Order to those employees not protected by other laws allowing back pay.

The institution involved is usually given the name of the person filing the complaint. However, the institution is prohibited from discharging or discriminating against any employee or job applicant for making a complaint, assisting an investigation, or instituting legal action. Investigative proceedings are kept confidential by the government, but the institution and the aggrieved party are not prohibited from public disclosure.

Implications

The education institutions most likely to be subject to the Executive Order are the postsecondary ones. To date, the Executive Order has been the stimulus behind many affirmative action plans, salary equalizations, and special programs developed by institutions of higher education. The Executive Order would also apply to any local school system with more than $10,000 in federal contracts for vocational or special education, school construction, etc.

Many of the complaints filed under the Executive Order have been initiated by organizations on behalf of a class or group of employees, such as racial or ethnic minorities or women. The strength of any complaint is increased when it can be documented that the discrimination is a continuing action against such a group or class.

Equal Pay Act of 1963

as amended by the Education Amendments of 1972 (Higher Education Act)

The Equal Pay Act prohibits sex discrimination in salaries and most fringe benefits. All workers—including those in professional, executive, and administrative positions in education and other institutions—are now protected by the EPA.

The Act provides that a man and a woman working for the same institution under similar conditions in jobs requiring substantially equivalent skill, effort, and responsibility must be paid equally. (Job titles and assignments do not have to be identical.) Bona fide merit and seniority systems that result in pay differentials are allowed, providing the systems themselves do not discriminate on the basis of race or sex.

Employers are required by the EPA to maintain specified records relevant to the determination of whether violations have occurred. The federal government has the power to review all relevant records periodically even if no violation has been reported.

The reporting procedure is relatively informal. Complaints may be filed with the nearest Wage and Hour Division office of the Department of Labor by telephone, by letter, or in person. The identity of the complainant is not revealed by the government during the investigation process; however, neither the employer nor the complainant is bound by the confidentiality requirement.

The employer is first given the opportunity for voluntary compliance with the law. More than 95 percent of all EPA investigations are resolved quickly in this manner. If the employer does not comply voluntarily, the Secretary of Labor or the aggrieved party

may file suit. The identities of the employer and the complainant then become a matter of public record. The court may order the employer to discontinue unlawful behavior, increase salaries, and pay back wages and interest. Employers are prohibited from discharging or discriminating against any employee who has made a complaint, assisted with an investigation, or initiated court proceedings.

The Equal Pay Act also prohibits labor organizations from causing or attempting to cause employers to discriminate on the basis of sex. Complaints and suits may be filed against labor organizations that violate this provision.

Implications

The Equal Pay Act has been a most effective tool for correcting salary differences based on sex, because—

- Complaints may be filed anonymously (a vital protection for the many employees who do not have access to employment records for documentation of charges).
- The handling of complaints is relatively prompt.

The EPA has been used extensively to remedy sex discrimination against women faculty in higher education institutions. While it is less likely to be relevant to elementary and secondary teachers, who are paid according to a fixed salary schedule, the EPA may prove to be an effective channel through which to challenge sex discrimination in staff benefits and in the salaries of administrative, supervisory, clerical, and maintenance staff in elementary-secondary education.

For further information contact—

Office of the Secretary
U.S. Department of Labor
Washington, D.C. 20210.

Title IX of the Education Amendments of 1972 (Higher Education Act)

Title IX states, "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Although its provisions also cover employment concerns, Title IX's major importance is in the protection it affords *students*. Its sex discrimination provisions are patterned after the race discrimination provisions of Title VI of the Civil Rights Act.

Nearly all elementary and secondary schools are covered. Religious institutions are exempt if application of Title IX provisions is not consistent with their religious tenets. Military schools are exempt if their primary purpose is to train individuals for the U.S. military services or the merchant marine.

Title IX prohibits vocational institutions (including high schools), graduate and professional schools, and coed public undergraduate institutions from discriminating in admissions on the basis of sex. The following are exempt from the *admissions* provision only (they are not exempt from provisions covering students once they have been admitted):

- Private undergraduate institutions
- Elementary and secondary schools other than vocational schools
- Single-sex public undergraduate institutions.

Guidelines for Title IX have not yet been published, and the procedures for enforcement are not yet clear, but it may be anticipated that the guidelines will cover sex discrimination in admissions, instructional materials, teacher behavior, counseling materials and practices, physical education expenditures, extracurricular activities, and employment of staff, and that HEW's Office for Civil Rights will be the enforcing agency.

HEW may investigate education institutions both on a periodic review basis and in response to complaints. Institutions are required to maintain specified records to permit determination of whether Title IX violations have occurred.

The procedure for filing complaints has not yet been specified; a letter to the Secretary of HEW, with a copy to the Office for Civil Rights, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201, is acceptable. If possible, complaints are kept confidential by the government. The institution and the complainant are not required to maintain confidentiality. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. Employers are prohibited from discharging or discriminating against any person or group making a complaint, assisting in an investigation, or instituting proceedings.

The government may force an institution to comply with Title IX by delaying new funds, revoking current funds, and disqualifying the institution from eligibility for future funds. HEW may also ask the Department of Justice to bring suit.

It is not clear how Title IX will apply to labor organizations. However, any collective bargaining agreement with an education institution may not be in conflict with the provisions of Title IX.

Implications

Although it is too early to assess the possible impact of Title IX, the breadth of the legislation suggests that it may have substantial influence on the operating procedures of education institutions and systems.

Many education institutions are guilty of both race and sex discrimination. Groups seeking to bring about change are well advised to document both forms of discrimination and to file simultaneous charges under the provisions of Title VI and Title IX.

Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act

as amended by the Comprehensive Health Manpower Training Act and the Nurse Training Amendments Act of 1971

Titles VII and VIII of the Public Health Service Act state that institutions receiving federal funds for their health personnel training programs may not show sex discrimination in admissions or in employment practices relating to employees working directly with applicants or students. Every institution receiving or benefiting from a grant, loan guarantee, or interest subsidy to its health personnel training programs or receiving a contract under Title VII or VIII is covered.

The institution is required to maintain specified records to permit determination of whether violations have occurred. The federal government may investigate education institutions on a periodic review basis as well as in response to complaints. Any unit of the institution related to the health personnel training program, whether or not it receives direct federal assistance, may be investigated.

Guidelines and regulations for Titles VII and VIII have not yet been published. The following information is based on the explicit provisions of the law and the interpretations likely to be made in view of precedents and other developments.

Complaints of Title VII and VIII violations should be made to—

Office of the Secretary
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201.

If possible, the identity of the complainant is kept confidential by the government. Neither the institution nor the complainant is required to maintain confidentiality. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The institution is prohibited from discharging or discriminating against anyone making a complaint, assisting an investigation, or instituting proceedings.

If upon review or investigation it is determined that an institution maintains discriminatory practices, the federal government may delay new awards, revoke current awards, and disqualify the institution from eligibility for future awards. HEW may also request the Department of Justice to bring suit against the institution. Back pay may be awarded to the extent that employees are covered by Titles VII and VIII, and affirmative action may be required.

Implications

Schools of medicine, osteopathy, dentistry, veterinary medicine, optometry, pharmacy, podiatry, public health, allied public health personnel, and nursing are specifically mentioned in Titles VII and VIII. It is still too early to assess the impact of this legislation, but the intent is to break down the institutional barriers that restrict the participation of males or females in medical fields.

Guidelines for Determining Racial and Sexual Discrimination in Schools

A crucial step on the road to racial and sexual equality in America is to change the schools—to stop them from perpetuating stereotypes and to end their conscious and unconscious discrimination against students on the basis of race and sex. The table and questions that follow are intended as a starting place for examining the ways that racial and sexual discrimination may operate in your local schools. We hope you will use them to evaluate your school, document possible sources of discrimination, identify targets for change, or increase your own general awareness.

I. School Leadership and Personnel

A. The table on the next page lists the categories of school system personnel. Fill in the number of persons in each category in your school system. Then compare the totals (e.g., all females, all males, all minority groups, all minority group women).

Category	Total Female	Total Male	Minority Groups[1] (group) Female	(group) Male	(group) Female	(group) Male	(group) Female	(group) Male
Board of Education								
Officers								
Members								
Superintendent's Office								
Superintendent								
Administrative Staff								
Professional Staff								
Clerical Staff								
Total Staff								
School Personnel								
Elementary School Teachers								
Secondary School Teachers								
Elementary Administrators								
Secondary Administrators								
Supervisory Personnel								
Nonteaching Staff[2]								
Students								

[1]Fill in the minority groups most populous in your community, e.g., Black, Spanish-speaking, First American, Asian, etc.

[2]Nonteaching staff would include secretaries, teacher aides, maintenance staff, nurses, librarians, counselors, and social workers.

	Yes	No
B. Are these statistics satisfactory to you?	____	____
C. Has an affirmative action plan been developed for your school?	____	____

D. What actions, if any, are being taken to develop more representative leadership and personnel?

E. What are the average salaries of—

Male administrators?	_____
Female administrators?	_____
Male teachers?	_____
Female teachers?	_____
White administrators?	_____
Black/minority administrators?	_____
White teachers?	_____
Black/minority teachers?	_____

F. Are there differences among females, males, and minority group staff with respect to such fringe benefits as—

	Yes	No
Retirement plans?	____	____
Maternity and/or family leave?	____	____
Insurance benefits?	____	____
Sabbatical and training opportunities?	____	____

G. Analyze career promotion practices and opportunities for males, females, and minority groups, including—

Number of years' service before promotion.
Positions occupied before promotion.
Qualifications of previous occupants of positions.

II. School and Class Assignment

	Yes	No
A. Are schools segregated by racial groups?	___	___
As a result of housing patterns?	___	___
As a policy?	___	___
Is a desegregation policy currently in effect?	___	___
B. Are schools segregated by sex?	___	___
If so, are the same courses or programs offered in each school?	___	___
Are vocational schools open to both sexes?	___	___
C. Are playground or lunchroom groups segregated by race or sex?	___	___
As a result of stated or unstated policy?	___	___
As a result of individual choice?	___	___
D. Are elementary school classroom groups segregated by race or sex	___	___
Reading groups?	___	___
Interest groups?	___	___
Math groups?	___	___
Physical education groups?	___	___
Reasons for segregation: _____		
E. Are high school courses segregated by race or sex?	___	___
Home economics and/or family living?	___	___
Industrial arts?	___	___
Business?	___	___
Physical education?	___	___
Other?	___	___
Reasons for segregation: _____		

	Yes	No
F. Are teachers and other personnel assigned to schools or classes on the basis of race or sex?	___	___
Are there minority group teachers in schools with minority group populations?	___	___
Are there male teachers in the elementary schools?	___	___

III. Curriculum Development and Materials

A. To what degree do your instructional materials perpetuate racial or sex role stereotypes?

	Yes	No
Are teachers provided the information they need to analyze instructional materials for racist and sexist content?	___	___
Are students encouraged to make critical analysis of instructional materials?	___	___
Are students and teachers encouraged to bring in materials that portray both men and women in positive and nonstereotyped ways?	___	___
Materials that portray a variety of cultural groups in positive and nonstereotyped ways?	___	___
Have members of the curriculum development staff developed supplementary materials that avoid racial and sex role stereotypes?	___	___

	Yes	No
B. Do social science and history courses include the contributions and roles of all the cultural and racial groups in our society?	___	___
Of women?	___	___
C. Do social science and history courses include the study of other societies in which the sexes and various racial groups have different roles than in the United States?	___	___
D. Do literature courses study authors with a variety of racial/cultural perspectives?	___	___
What percentage of the authors studied are female?	___	___
E. Are health and sex education included in the curriculum?	___	___
Are topics such as birth control, venereal disease, and abortion covered?	___	___
Is the human reproductive system included in science courses?	___	___
If so, at what level?	___	___
F. Do graphics, pictures, and audiovisuals used in the curriculum portray a variety of cultural groups in nonstereotyped roles?	___	___
G. Do graphics, pictures, and audiovisuals present men at home caring for children?	___	___
Cooking?	___	___
Cleaning?	___	___
Women doing anything other than housework and child care?	___	___

	Yes	No
H. Are courses in ethnic studies included in the elementary curriculum?	____	____
The middle school curriculum?	____	____
The senior high school curriculum?	____	____
I. Are courses in women's studies included in the elementary curriculum?	____	____
The secondary school curriculum?	____	____

IV. Counseling and Guidance Programs

A. Are counselors available to all students upon request?	____	____
B. Are certain groups of children referred to the counselors more frequently? (Boys? Girls? Racial/ethnic minorities?)	____	____
C. Do counselors recommend courses on the basis of a student's race or sex?	____	____
D. Are all students encouraged to explore the advantages and disadvantages of their course preferences, analyzing factors other than traditional role expectations based on sex or race?	____	____
E. Is the school using career materials that track boys, girls, or minority group children into specified directions?	____	____

	Yes	No
F. Do vocational and career counseling and programs provide role models of men, women, and minority group members in a variety of jobs and occupations?	___	___
G. Are women and racial and ethnic minorities proportionately represented on the counseling staff?	___	___

V. Sports and Extracurricular Activities

A. Are girls' competitive sports programs available?	___	___
Are girls encouraged to participate in team sports with boys when they have the ability?	___	___
Are minority group students encouraged to participate in sports programs?	___	___
B. What is the total budget expenditure for physical education activities?	____	
For boys' programs?	____	
For girls' programs?	____	
For salaries of male coaches?	____	
For salaries of female coaches?	____	
For male sports officials?	____	
For female sports officials?	____	
	Yes	No
C. Do girls have equal access to facilities and equipment such as gyms, swimming pools, and tennis courts?	___	___

	Yes	No
D. Are all students encouraged to participate in—		
Arts and crafts activities?	____	____
Dance groups?	____	____
Student government?	____	____
E. Are students excluded from dramatic or musical activities on the basis of race or sex?	____	____
F. Are extracurricular clubs, honor societies, or programs segregated by race or sex?	____	____
G. Do interest groups include activities representing a variety of cultural contributions, to provide positive experiences for all students (e.g., Latin American music, African art, Asian music, First American dance forms)?	____	____
VI. Teacher and School Staff Behavior		
A. Do teachers or staff use different methods of reward and punishment for boys, girls, or minority group students?	____	____
B. Are disciplinary actions applied on the basis of a student's sex or race rather than the situation?	____	____
C. Do teachers describe and prescribe classroom activities on the basis of sex? e.g., "Why don't the girls bake cookies?" "Boys line up on the right side, girls on the left."	____	____

	Yes	No
D. Do teachers' expectations vary with a student's race or sex?	____	____
E. Do teachers use sexist terms like "chick," "baby," "doll," etc.?	____	____
F. Do teachers use racist or classist terms like "gook," "chink," "redneck," "hard hat," "half-breed," etc.?	____	____
G. Does the school offer its staff training about racism and sexism and their implications in the school system?	____	____

Sources of Help

I. Implementing Regulations and Guidelines

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 (Write to Office for Civil Rights, Department of HEW, Washington, D.C. 20201, or regional HEW office.)

Policies on Elementary and Secondary School Compliance with Title VI of the Civil Rights Act of 1964 (March 1968)

Nondiscrimination in Federally-Assisted Programs (October 1967)

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 as amended by the Equal Employment Opportunity Act of 1972 (Write to Equal Employment Opportunity Commission, 1800 G Street, N.W., Washington, D.C. 20506, or regional EEOC office.)

Guidelines on Discrimination Because of Sex (April 1972)

Guidelines on Employee Selection Procedures (August 1970)

EXECUTIVE ORDER 11246 as amended by 11375 (Write to Office for Civil Rights, Department of HEW, Washington, D.C. 20201, or Office of Federal Contract Compliance, Employment Standards Administration, Department of Labor, Washington, D.C. 20210, or regional HEW or DOL office.)

Sex Discrimination Guidelines (June 1970)

Revised Order No. 4 (December 1971)

Obligations of Contractors and Subcontractors (May 1968)

HEW Higher Education Guidelines Executive Order 11246 (October 1972)

EQUAL PAY ACT OF 1963 as amended by the Education Amendments Act of 1972 (Write to Wage and Hour Division, Employment Standards Administration, Department of Labor, Washington, D.C. 20210, or field, area, or regional Wage and Hour Division office.)

Equal Pay for Equal Work—Interpretative Bulletin 800 (August 1971)

Extension of the Equal Pay Act of 1963—Fact Sheet (September 1972)

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (Higher Education Act) (Write to Office for Civil Rights, Department of HEW, Washington, D.C. 20201, or regional HEW office.)

Memorandum to Presidents of Institutions of Higher Education Participating in Federal Assistance Programs (August 1972)

(Regulations being drafted)

TITLE VII (SECTION 799A) & TITLE VIII (SECTION 845) OF THE PUBLIC HEALTH SERVICE ACT as amended by the Comprehensive Health Manpower Act and the Nurse Training Amendments Act of 1971 (Write to Office for Civil Rights, Department of HEW, Washington, D.C. 20201, or regional HEW office.)

HEW Form No. 590—Assurance of Compliance (March 1972)

(Regulations being drafted)

II. Other Publications

Commerce Clearing House, Inc. *New 1972 Equal Employment Opportunity Law, with Explanation.* Washington, D.C.: CCH, 1972. 71 pp.

U.S. Civil Service Commission, Bureau of Intergovernmental Personnel Programs. *Equal Employment Opportunity in State and Local Governments: A Guide for Affirmative Action.* Washington, D.C.: Government Printing Office, 1972. 17 pp.

U.S. Commission on Civil Rights. *Statement of Affirmative Action for Equal Employment Opportunities by the United States Commission on Civil Rights.* Washington, D.C.: Government Printing Office, 939-620. 20 pp.

U.S. Department of Health, Education, and Welfare, Office for Civil Rights. *HEW and Civil Rights.* Washington, D.C.: Government Printing Office, 1973. 14 pp.

U.S. Department of Labor, Wage and Hour Division. *Equal Pay.* WHD Publication 1320. Washington, D.C.: Government Printing Office, 1971. 16 pp.

U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau. *Laws on Sex Discrimination in Employment.* Washington, D.C.: Government Printing Office, 1972. 39 pp.

U.S. Equal Employment Opportunity Commission. "Guidelines on Discrimination Because of Sex." Washington, D.C.: Government Printing Office, 1972. 7 pp.

III. Civil and Human Rights Organizations

The following represent some of the many organizations dealing with human and civil rights. They provide information and services related to their identified areas of concern.

National Association for the Advancement of Colored People
200 E. 27th Street
New York, N.Y. 10016

Mexican American Legal Defense Fund
1730 Rhode Island Avenue, N.W.
Suite 801
Washington, D.C. 20036

Puerto Rican Legal Defense Fund
815 2nd Avenue
New York, N.Y. 10017

American Civil Liberties Union
22 E. 40th Street
New York, N.Y. 10006

NOW Legal Defense and Education Fund, Inc.
127 E. 59th Street
New York, N.Y. 10022

Resource Center on Sex Roles in Education
1156 15th Street, N.W.
Suite 918
Washington, D.C. 20005

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009

Women's Law Fund, Inc.
620 Keith Building
1621 Euclid Avenue
Cleveland, Ohio 44115